



## MT PISGAH ELEMENTARY

5160 Mt. Pisgah Road  
Kershaw, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	124 Students	
<b>Principal</b>	Duane Pate	803-475-6791
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

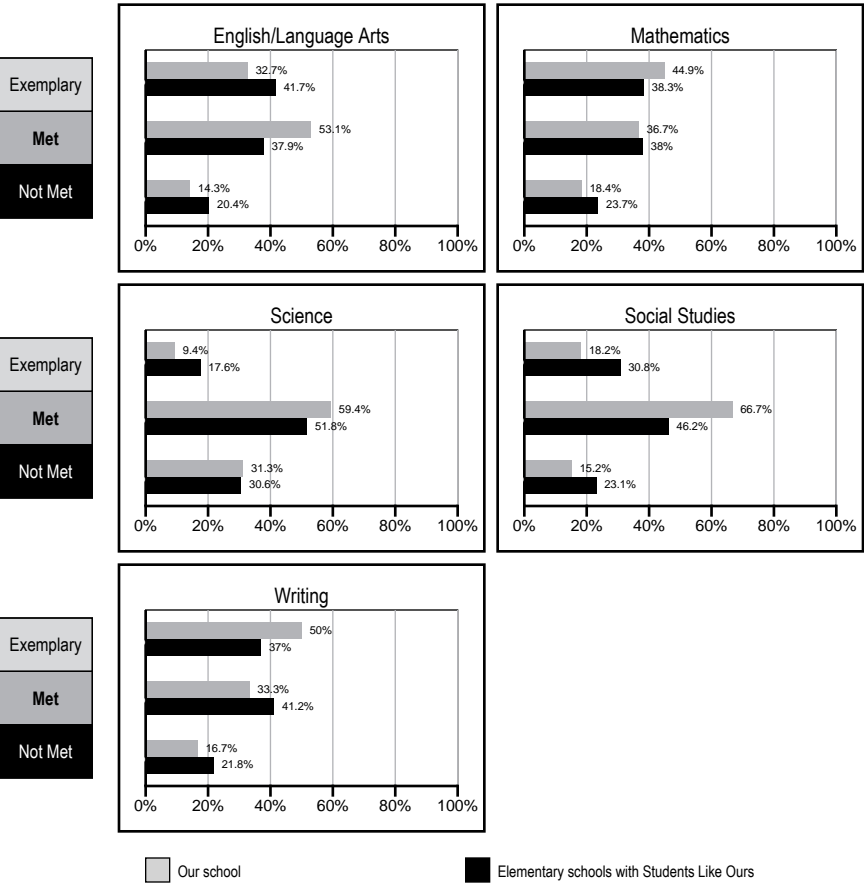
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	35	57	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=124)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.5%	1.2%	1.1%
Attendance rate	95.7%	No Change	96.1%	96.2%
Served by gifted and talented program	12.0%	Down from 13.8%	14.3%	13.4%
With disabilities other than speech	0.0%	Down from 2.8%	4.9%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	100.0%	Up from 77.8%	60.9%	62.5%
Continuing contract teachers	87.5%	Up from 77.8%	90.0%	88.2%
Teachers returning from previous year	75.8%	Down from 85.5%	88.3%	87.8%
Teacher attendance rate	95.6%	Down from 99.8%	95.2%	95.2%
Average teacher salary*	\$56,183	Up 13.7%	\$46,514	\$46,773
Professional development days/teacher	10.4 days	Up from 10.3 days	10.5 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 15.7 to 1	20.1 to 1	19.9 to 1
Prime instructional time	91.0%	Down from 95.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,252	Down 9.2%	\$7,073	\$7,447
Percent of expenditures for instruction**	57.7%	Down from 58.2%	68.5%	68.4%
Percent of expenditures for teacher salaries**	57.2%	Up from 55.5%	65.7%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Mt. Pisgah Elementary School had many successes during the 2010-11 school year. Our Media Center, which has a collection of 7,267 titles, averages to 52 books per child for our students. Our students had an Accelerated Reader test average of 90.5% correct. We purchased Renaissance Enterprise this school year. We have fully-operational A+ and SuccessMaker software programs incorporated in our curriculum. Mt. Pisgah made gains in our School Report Card's absolute and improvement ratings.

We held a school-wide Christmas program that was attended by over 300 students, teachers, and community members. Our tutoring program, Pisgah Pals, continued to flourish. Pisgah Partners, our outreach business partners, provided funds to purchase supplies for our Pisgah Pals. Each classroom is equipped with an interactive whiteboard and projector. Each classroom teacher also has an Elmo document camera to use for instruction. We have two 17 station mobile laptop carts that are used throughout the school.

Our staff development opportunities focused on how to incorporate PBIS, our new school wide discipline program into every classroom. Our first grade teacher is a certified Ruby Payne Framework for Poverty instructor. We have a Computer Lab that serves all students. Our School Improvement Council (SIC) and PTO remain very active and continue to support all academic programs within our school.

Mt. Pisgah Elementary School is a thriving school in a loving and caring community, and our students, parents, and staff are dedicated to continuing our successes.

Duane Pate, Principal  
Reverend Stephen Braswell, SIC chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	10	13	15
Percent satisfied with learning environment	100.0%	100.0%	92.9%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	92.9%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 7 out of 7 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	51	94.1	10.6	55.3	34	89.4	85.2	82.4	Yes	Yes
<b>Gender</b>										
Male	28	92.9	20	56	24	80	82.3	78.7	N/A	N/A
Female	23	95.7	N/AV	N/AV	N/AV	100	88.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	42	92.9	10.5	52.6	36.8	89.5	89.1	88.9	I/S	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	76.3	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	51.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	31	93.6	13.8	55.2	31	86.2	79.2	75.4	I/S	I/S

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	51	96.1	16.7	37.5	45.8	93.8	84.2	81.9	Yes	Yes
<b>Gender</b>										
Male	28	96.4	26.9	26.9	46.2	88.5	82.3	79.9	N/A	N/A
Female	23	95.7	4.5	50	45.5	100	86.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	42	95.2	17.9	38.5	43.6	94.9	88.9	88.9	I/S	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	72.9	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	51.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	31	96.8	23.3	40	36.7	90	77.8	74.9	I/S	I/S

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	---------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

**Science**

All Students	33	97	29	61.3	9.7	71	72.3	68.6
<b>Gender</b>								
Male	17	100	31.3	56.3	12.5	68.8	72.5	68.3
Female	16	93.8	26.7	66.7	6.7	73.3	72	68.9
<b>Racial/Ethnic Group</b>								
White	25	96	26.1	65.2	8.7	73.9	81.3	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	52.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	3	I/S	I/S	I/S	I/S	I/S	39.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	21	95.2	40	55	5	60	61.4	57.3

**Social Studies**

All Students	33	97	12.5	68.8	18.8	87.5	72.8	72.5
<b>Gender</b>								
Male	19	100	10.5	78.9	10.5	89.5	72.2	72
Female	14	92.9	15.4	53.8	30.8	84.6	73.5	73.1
<b>Racial/Ethnic Group</b>								
White	29	96.6	10.7	67.9	21.4	89.3	78	81
African American	4	I/S	I/S	I/S	I/S	I/S	60.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	45.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	19	94.7	22.2	61.1	16.7	77.8	63.3	62.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	19	100	16.7	33.3	50	83.3	77.8	73.2	95.7	95.9
Gender										
Male	11	100	I/S	I/S	I/S	I/S	73.2	67.2	95.4	95.8
Female	8	I/S	I/S	I/S	I/S	I/S	82.8	79.4	96	96
Racial/Ethnic Group										
White	15	100	21.4	35.7	42.9	78.6	84	81.5	95.6	95.6
African American	4	I/S	I/S	I/S	I/S	I/S	66.1	61.3	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.3	66.7	90.4	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	1	I/S	N/A	N/A	N/A	N/A	27.4	26	93.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.8	65.7	90.4	97
Socio-Economic Status										
Subsidized meals	12	100	25	41.7	33.3	75	67.1	63.2	95.2	95.5

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	17	100	17.6	17.6	64.7	82.4
	4	20	100	25	50	25	75
	5	27	100	19.2	34.6	46.2	80.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	94.1	N/AV	N/AV	N/AV	100
	4	16	93.8	26.7	46.7	26.7	73.3
	5	18	94.4	5.9	70.6	23.5	94.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	17	100	5.9	17.6	76.5	94.1
	4	20	100	31.3	56.3	12.5	68.8
	5	27	100	11.5	46.2	42.3	88.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	100	12.5	12.5	75	87.5
	4	16	93.8	20	53.3	26.7	80
	5	18	94.4	17.6	47.1	35.3	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	20	100	43.8	50	6.3	56.3
	5	14	100	N/A	N/A	N/A	64.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	9	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	26.7	66.7	6.7	73.3
	5	8	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	20	100	25	62.5	12.5	75
	5	13	100	8.3	66.7	25	91.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	16	93.8	N/AV	N/AV	N/AV	80
	5	9	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	17	100	35.3	23.5	41.2	64.7
	4	19	100	6.3	56.3	37.5	93.8
	5	27	100	19.2	30.8	50	80.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	19	100	16.7	33.3	50	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample